DOCUMENT RESUME

ED 075 145 80 RC 006 926

TITLE	National Education Task Force De La Raza. Annual Report, 1971.
INSTITUTION	California Univ., Los Angeles.
SPONS AGENCY	Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.
PUB DATE	71
NOTE	66p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Annual Reports; Community Involvement; *Consultants; *Educational Opportunities; *Institutes (Training Programs); *Mexican Americans; Workshops
IDENTIFIERS	*National Education Task Force De La Raza

ABSTRACT

The National Education Task Force De La Raza uses lay and professional people of Mexican descent to provide role models and motivate students and teachers toward self-development and community service. Its major objectives are to: (1) prepare its members as educational catalysts and consultants; (2) assist in identifying, recruiting, and training Chicanos for leadership in education; (3) establish suitable and effective training procedures and activities for Mexican American personnel; (4) conduct training institutes for program planning, proposal development, project management, evaluation, and monitoring for prospective educational leaders; (5) identify educational training programs and activities which may serve as models for Mexican American communities; and (6) identify need in Chicano communities for improved educational programs and services. This 1970-71 annual report discusses the various training institutes held in Albuquerque, San Antonio, Crystal City, Denver, Los Angeles, Sacramento, and Davis, California to advise and train Chicanos of all ages and professional backgrounds. A financial report of the Task Force's expenditures and a detailed analysis of a plan for restructuring the Task Force are included. (NQ)

FILMED FROM BEST AVAILABLE COPY

ED 075145

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

RECEIVED
MAY 25 1973
NMSU
E.R.I.C.

NATIONAL EDUCATION TASK FORCE DE LA RAZA

ANNUAL REPORT

1971

UNIVERSITY OF CALIFORNIA
LOS ANGELES, CALIFORNIA

RC 006926

NATIONAL EDUCATION TASK FORCE DE LA RAZA

ANNUAL REPORT

1971

UNIVERSITY OF CALIFORNIA
LOS ANGELES, CALIFORNIA

C O N T E N T S

TASK FORCE CONSULTANTS

INTRODUCTION 1

OBJECTIVES 3

TASK FORCE ACTIVITIES 9

FINANCIAL REPORT 49

RECOMMENDATIONS 50

A PLAN FOR RESTRUCTURING 52

REGIONAL CHAIRMEN 53

THE REGIONAL OFFICES 54

THE NATIONAL OFFICE 55

ORGANIZATIONAL CHART 57

NATIONAL EDUCATION TASK FORCE DE LA RAZA
405 Hilgard Avenue / Los Angeles, California 90024 / (213) 825-2621

August 26, 1971

Dr. William Smith, Associate Commissioner
Bureau of Educational Personnel Development
Office of Education
Department of Health, Education, and Welfare
Washington, D. C. 20202

Dear Dr. Smith:

It is a pleasure to submit to you the First Annual Report of the National Education Task Force De La Raza. This organization has assumed a vital role in increasing educational opportunities for Mexican Americans. Not only has it been the vehicle for organizing and conducting training programs in Chicano communities, it has also given maximum visibility to the few Mexican American educational leaders we have. Further, it has enabled these leaders to become acquainted with one another, to exchange ideas and to unite to obtain mutually recognized educational goals.

A report such as this cannot fully measure the impact nor the significance of the achievements of the Task Force. Although Mexican Americans comprise the second largest minority group in the country, the number of Mexican Americans who can articulate the educational needs of this group, and who can serve as role models for children and youth are unbelievably few. In addition, the culture itself is almost totally ignored or unknown by most people in decision making positions. The Task Force has made substantial inroads toward alleviating these conditions.

It has been both personally and professionally rewarding for me to work with the members of the Task Force. They have accepted the challenging assignments with enthusiasm and demonstrated a high degree of competence in fulfilling them.

We trust that this report will be carefully reviewed by your office, and that we may continue to count on your personal support in the future.

Cordially,

Simon Gonzalez
Chairman

SG:mt

UNIVERSITY OF CALIFORNIA, LOS ANGELES

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO

SANTA BARBARA • SANTA CRUZ

OFFICE OF THE CHANCELLOR
LOS ANGELES, CALIFORNIA 90024

August 26, 1971

Dr. Sydney P. Marland, Jr.
Commissioner of Education
Department of Health, Education and Welfare
U.S. Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Dr. Marland:

For the past year, working under a small grant from the Bureau of Educational Personnel Development, the National Education Task Force De La Raza has provided leadership desperately needed by people of Mexican descent in the field of education. Training institutes for teachers and community representatives, visits to school districts, and representation at conferences have enabled us to articulate the educational needs of the Chicano and to propose viable alternatives for critical problems and issues.

Analysis of our activities to date prompts us to request assistance to expand our efforts. As you know, the number of individuals with the expertise we seek is limited among our ethnic group. We need to identify our educational leaders and give them wide exposure that will destroy the stereotypes still very much prevalent in the minds of people who affect the education of our children. Exposure is needed also to encourage other Mexican Americans and to provide the role models our youngsters require if they are to lead useful and productive lives.

The structure we propose for the Task Force will facilitate our working at the regional and local levels on the problems we discussed during our meeting with you last March and at the same time offer a means of maintaining communication with your personnel at the national level. Additionally, it supports the current thrust of your office to decentralize programmatic activities and will enable us to work more effectively with the O.E. Regional Offices in communities with heavy concentrations of Chicanos.

We trust that you will give our request serious consideration and that we may hear from you in the near future.

Cordially,

Simon Gonzalez
Chairman

SG:mt

THE NATIONAL EDUCATION TASK FORCE DE LA RAZA

Executive Committee

Dr. Simon Gonzalez, Chairman

Manuel Andrade
Principal
Ashland Elementary School
Denver Public Schools
Denver, Colorado

Dr. Simon Gonzalez
Assistant to the Chancellor
University of California
Los Angeles, California

Luis de Leon
Regional Coordinator
Stanford Urban/Rural
School Development Institute

Dr. Charles Leyba
Director
Project Maestro
California State College
Los Angeles, California

Armando Lopez
Chairman
MECHA
California State College
Los Angeles, California

Raquel Montenegro, Vice Chairman
State President
Association of Mexican American
Educators
Los Angeles, California

Louis P. Rodriguez
Administrative Assistant
Phoenix Elementary School
District 1
Phoenix, Arizona

Dr. Atilano Valencia
Assistant Dean
Mexican American Research Studies
University of Colorado
Boulder, Colorado

James A. Vasquez
Administrative Assistant
Graduate School of Education
University of California
Los Angeles, California

STAFF CONSULTANTS

Abel G. Acosta
Director
Community Relations Specialist
Lubbock Public Schools
Lubbock, Texas

Frank Alderete
Director
Teacher Corps
VISTA
University of Southern California
Los Angeles, California

Dr. John Aragon
Director
Cultural Awareness Center
University of New Mexico
Albuquerque, New Mexico

Mrs. Nestor Aragon
Director
Follow Through Program
Las Vegas City Schools
Las Vegas, New Mexico

Steve Arvizu
Director
Mexican American Education Project
Sacramento State College
Sacramento, California

Dr. David Ballesteros
Director
Teacher Corps
University of Texas
Austin, Texas

Dr. Jose A. Cardenas
Superintendent
Edgewood School District
San Antonio, Texas

Luis Flores
Coordinator
Chicano Studies
University of California
Davis, California

Dr. Solomon Flores
Assistant Professor
University of Maryland
College Park, Maryland

Jose Gutierrez
Chairman
Board of Education
Crystal City Schools
Crystal City, Texas

Ted Martinez
Special Assistant to the President
University of New Mexico
Albuquerque, New Mexico

Rene Nunez
Administrative Engineer
Centro de Estudios Chicanos
San Diego State College
San Diego, California

Loretta Pacheco
Director
Head Start
Phoenix, Arizona

Ruben C. Pardo
Director
Educational Opportunity Program
California State College
Long Beach, California

Dr. Feliciano Rivera
Advisor
Mexican American Graduate Studies
San Jose State College
San Jose, California

John A. Rosales
Department of Education
University of Northern Colorado
Greeley, Colorado

Dr. Rupert Trujillo
Director
Teacher Corps
New Mexico State University
Las Cruces, New Mexico

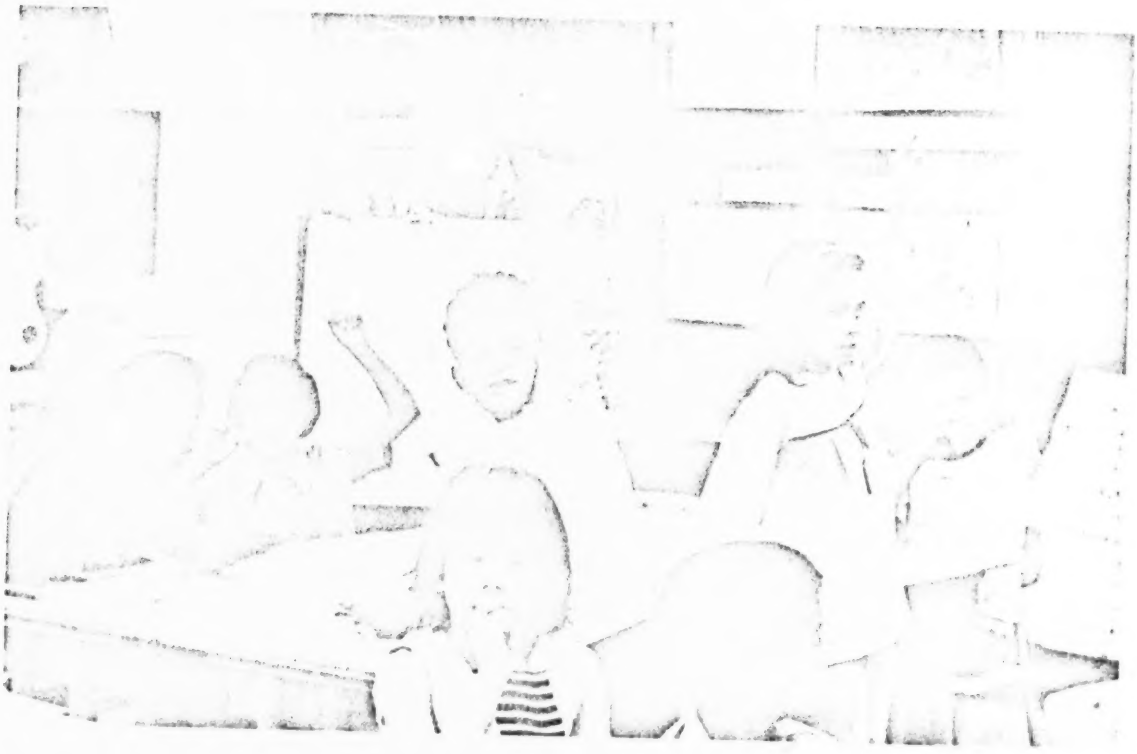
STAFF CONSULTANTS (Continued)

Gilbert Varela
Student
California State College
Los Angeles, California

Adolfo Vargas
Coordinator
Educational Opportunity Program
California State College
Los Angeles, California

Robert Vigil
Administrative Assistant to
City Manager
Human Relations
Stockton, California

Guadalupe Zamarripa
Law Student
Georgetown University
Law Center
Washington, D. C.



Pupils display enthusiasm and reflective qualities. The Task Force seeks to develop these characteristics in all Mexican American children.

INTRODUCTION

In 1971 there is great urgency to know about all of the people who inhabit these United States. It has become imperative that every citizen have a more valid knowledge of the differences among groups. There must be a sensitivity throughout the nation that is highly responsive to the internal changes needed if we are to become a truly humanistic society. This recognition of valuing man's human potential is the greatest asset of our times. It is not simply a desirable level of human experience. Instead it reflects the very salvation of the human element in the immediate future of our technological society.

A cursory look at newspaper headlines reveals that youth are overwhelmingly disenchanted with the state of affairs of our country. If we are to help young people, they must respect and believe us. We of the National Education Task Force De La Raza are seriously concerned with the future of our children. The vital statistics of our people are well-known. In health, in education, in employment, in social mobility, in housing, and in economics, our people have not been given the opportunity to enjoy the fruits of this nation. They still live largely in poverty, have difficulty with the English language, and often lose or deny their cultural heritage and values. They have lived on the periphery of society, labor at menial tasks,but seldom attain even a modest standard of living.

In basic education our people complete an average of 8.1 years of school in California and 4.3 in Texas, in contrast to 12.1 years for the Anglo-American. In some high schools the dropout rate of Chicanos is as high as sixty percent. Many reasons may be found for these differences in achievement. Curriculum has not been developed specifically to meet the needs of

our children. Differences in language, speech patterns, tone, manner of speaking, cognition skills, intra and intercultural roles, showing respect, responding to adults, the discipline of children and conferring with parents have been neglected. Teachers have not been trained to work with our children nor their parents. They have no understanding of our cultural values. The lack of basic course work in teacher training institutions must be corrected through training programs such as that which the National Education Task Force De La Raza implemented.

In contrast to Blacks who have had numerous institutions composed of and for their people, Mexican Americans have had no institution preparing leaders. The Task Force enables us to use lay and professional people of Mexican descent to provide role models and motivate students and teachers toward self-development and community service.

Effective learning requires a variety of instructional media.

OBJECTIVES OF THE NATIONAL EDUCATION TASK FORCE DE LA RAZA

Six major objectives have served as guidelines for all activities the Task Force has sponsored during 1970-71. They have helped the Task Force to define its role with greater clarity and specificity as it has sought to relate both to Office of Education personnel and Chicano communities. Indeed, these objectives have been instrumental in bringing O.E. funds and programs into many Chicano communities--a function which underlies each of the varied activities in which the Task Force has been involved.

We are therefore confident that new activities recommended by the Task Force, and a new organizational structure, discussed at length in this report, will meet with increasing success, inasmuch as the same objectives, in greatly expanded form, will continue to supply the basic orientation of Task Force functions.

The six objectives are:

1. To prepare its members to serve as educational catalysts and consultants in communities with heavy concentrations of people of Mexican descent.

2. To assist the U.S. Office of Education and other agencies in the identification, recruitment, and training of Mexican Americans for leadership positions in education.

3. To assist the U.S. Office of Education and other agencies administering projects for Mexican Americans in establishing suitable and effective training procedures and activities for project personnel.

4. To conduct a series of concentrated, short-term training institutes in the process of program planning, proposal development, project management, evaluation, and monitoring for prospective educational leaders drawn from Mexican American communities.

5. To identify successful educational training programs and activities that may serve as models to replicate in Mexican American communities.

6. To assist the U.S. Office of Education and other educational agencies in the process of identifying Chicano communities in terms of need for improved educational programs and services.

Seated at head table in General Session (l. to r.): Mrs. Raquel Montenegro, Vice-Chairman, National Education Task Force De La Raza, Dr. Simon Gonzalez, Chairman, Dr. William Smith, Associate Commissioner, Bureau of Educational Personnel Development, Mr. Rudy Munis, Regional Program Manager, Career Opportunities, Dr. Atilano Valencia, Task Force Consultant.

Dr. Smith explained programs and activities related to the education of Chicanos in which his bureau is currently involved.

Motivated pupils learn rapidly and learn well.

Classes that are 100% Mexican American are frequent in many parts of the country.

Physical and motor skills are vital factors in the development of all children.

What do we want? We want every Mexican American child to develop skills, values, and attitudes that will aid him in becoming a contributing participant in our society.

Bright, eager, expectant faces characterize Mexican American pupils.
Our goal: to assure school achievement which will maintain these smiles.

TASK FORCE ACTIVITIES

The National Education Task Force De La Raza was organized by a group of Mexican American educators, community leaders, and students as a result of a conference sponsored by the Bureau of Educational Personnel Development and the Office of Spanish Speaking American Affairs, Department of Health, Education, and Welfare. At this meeting in Newport Beach, California, the Task Force identified a number of critical issues and problems affecting the education of Mexican Americans. During this first year of our existence, as we have actively sought to grapple with these issues, it has been overwhelmingly evident that the Chicano community requires assistance in learning about resources currently available for training potential leaders and for providing quality educational programs for children and adults. Such quality training and educational programs include: Early Childhood Development, Teacher Training, Community Institutions, Bilingual Education, and Community Participation in School Affairs.

We have consistently endeavored to involve in these programs the people we are dedicated to serve. A major function of the Task Force has thus been to hold training institutes in cities where heavy concentrations of Mexican Americans are found and where problems in education are acute. Hundreds of community leaders have already attended these conferences, delineated their needs, and received valuable information and training. Sites thus far have included Albuquerque, San Antonio, Crystal City, Denver, Los Angeles, Sacramento, and Davis, California.

A unique type of training institute sponsored by the Task Force is the youth leadership conference, where students take the initiative in defining the educational problems Mexican Americans encounter, and in providing sol-

utions to those problems.

Dr. Jose Cardenas, Task Force consultant and Superintendent of the Edgewood Independent School District, San Antonio, Texas, stresses the need for increased governmental involvement in improving quality education for students. At right, Mrs. Margaret Aragon and Dr. Simon Gonzalez.

Consultation services of the Task Force have ranged from one-man assignments to entire teams of experts who have visited communities on request, and made analyses of educational needs and resources for the purpose of providing a higher quality instructional program for Chicano children. We have effectively represented the educational interests of the Mexican American community in relationships sustained with educational agencies and have initiated communication with the U.S. Office of Education in an advisory capacity.

In summary, our numerous activities have given us many opportunities to advise and train Mexican Americans of all ages and professional background, for

increasing and improving educational opportunities for Chicanos. These activities have already enabled us, in the year of our existence, to identify qualified Mexican Americans and see them placed in positions of leadership in the field of education.

On the following pages is a list of Task Force activities and accomplishment during the Fiscal Year 1970-1971.

Students at coffee break. Left to right, Gilbert Varela, Armando Lopez, Adolfo Vargas, EOP Coordinator, California State College, Los Angeles, Ruben Pardo, Director, EOP, California State College at Long Beach. Student contributions are considered vital at each Task Force function.

WASHINGTON EXECUTIVE COMMITTEE TRAINING SESSION
WASHINGTON, D. C.
JULY 12-14, 1970

PURPOSE

In its first training session the Executive Committee met to outline immediate goals, strategies, and priorities for the first year's activities. Realizing no known precedent had been set to serve as guidelines, the Executive Committee considered this first session of crucial significance in establishing the direction the Task Force was to take from its inception. Composed of eight members, all but one member of the Committee were able to take active part in the three day training program.

ACTIVITIES

1. Establishing Goals. Numerous hours were spent in defining priorities that would guide the Task Force during the ensuing months. Goals were reviewed and adopted, as well as the strategies to be used in attaining them.

2. Training Sessions. Key Office of Education personnel were invited to the sessions for the purpose of training the members of the Executive Committee in policies and procedures of the O.E.

3. Awareness of O.E. Structure. A basic need the Committee felt was to familiarize itself with the related offices in the Office of Education with which the Task Force would be cooperating during the year. Hence, sessions were dedicated to learning about those offices in detail.

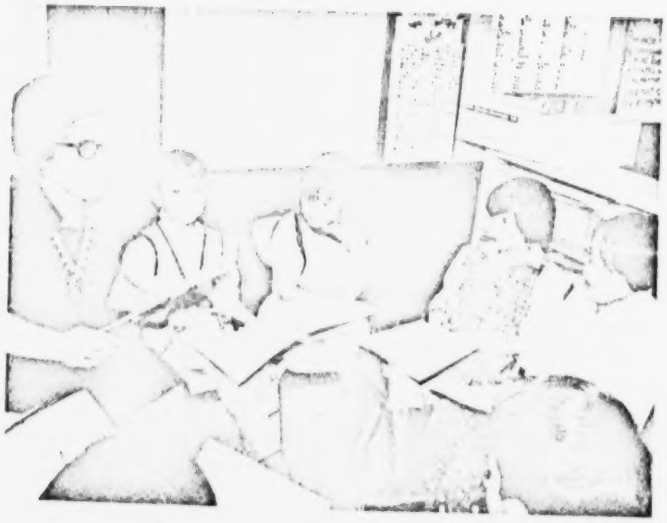
RESULTS

1. It was evident during the following twelve months that the orientation originally given by the Executive Committee was instrumental in guiding all

major activities. Numerous major and minor training institutes were held successfully because of the training emphasis which had come from these early meetings.

2. As a result of training sessions given by O.E. personnel, the Task Force was able to plan a major training institute at which all of its members received invaluable instruction and training from O.E. personnel. The Albuquerque Staff Training Institute was possible because of training sessions held at the Washington Institute.

3. Throughout the ensuing year, as Task Force Consultants were engaged in activities in many Chicano communities, they were able to relate Mexican American community leaders and school administrators to the particular offices in the Office of Education that could most appropriately offer them aid. Numerous funded programs thus resulted from the training sessions held in Washington at this Institute.



Mrs. Nestor Aragon, Task Force member, communicating in Spanish and English to Mexican American youth.

ALBUQUERQUE STAFF TRAINING INSTITUTE
ALBUQUERQUE, NEW MEXICO
OCTOBER 14-17, 1970

The first major Institute to be sponsored by the Task Force was held at the Hilton Hotel, in Albuquerque, New Mexico. All but three of the thirty Task Force consultants were present, as were a number of personnel from the Office of Education (listed below).

The Institute was directed by Dr. Simon Gonzalez, Assistant to the Chancellor, University of California, Los Angeles, California. Dr. Gonzalez received his doctorate from Stanford University. He is an Associate Professor on the faculty of the Graduate School of Education, University of California, Los Angeles, where he directs the Chicano Studies Center, the Junior College Consortium Project, as well as the National Education Task Force De La Raza.

PURPOSE

This Training Institute was designed to prepare the members of the National Education Task Force De La Raza to serve as educational catalysts and consultants in communities with a heavy concentration of people of Mexican descent. Two procedures were employed to accomplish this purpose. First, as much interchange of ideas as possible was encouraged between Task Force consultants and O.E. personnel that the consultants might acquire a thorough understanding of O.E. programs and funding procedures. Second, small group discussions were utilized to delineate the role the Task Force should have in bringing together the educational needs of Mexican Americans, and O.E. programs and funds.

ACTIVITIES

1. Keynote Address. Dr. Gonzalez began activities with a well-received address entitled, "This is Our Challenge," in which he outlined the responsibility placed upon the Task Force if educational problems are to be resolved. That responsibility, he explained, is two-directional, for both the Mexican American community and the educational establishment require our aid in specifying problems and solutions which Chicano students face daily.

2. Addresses by O.E. Personnel. We were fortunate to have a total of fifteen key individuals from the Office of Education present. Many gave addresses to the Task Force related to the programs their particular offices sponsor. Other governmental personnel also were in attendance. Present were:

Dr. Don Davies, Associate Commissioner
BEPD

Armando Rodriguez, Director
Office of Spanish Speaking American Affairs

Dr. William Smith, Director
Division of School Programs, BEPD

Dr. Bruce Gaarder, Assistant Director
Division of College Programs, BEPD

Dr. Albar Pena, Chief Bilingual Education
Bureau of Elementary and Secondary Education

Tom Wickstron, Chief
State Plans Branch, Division of Plans and Supplementary Centers

Heziquio Rodriguez, Educational Program Specialist
Title I, Bureau of Elementary and Secondary Education

David Johnson, Chief
Special Services Branch, Higher Education

Dr. Richard Graham, Director
Teacher Corps

Martin Gerry, Office of Civil Rights

Don Morales, Office of Civil Rights

Rudy Munis, Regional Program
Career Opportunities

Manuel Nieto, Area Director

Joseph Palaia, Director
CONPASS

Leon Schertler, Director
Division of Program Design, Department of Labor

LeRoy Walser
Department of Manpower Development

These men were instrumental in enabling Task Force personnel to become familiar with governmental procedures in the funding of programs. Question and answer periods followed each presentation. Their contribution to the Training Institute continued in the workshops where insightful observations were made.

3. Workshops. Participants spent approximately eight hours in workshops designed to encourage practical consideration of general session addresses and the direction the Task Force should take in seeking to improve educational opportunities for Mexican American students. Subjects discussed were the following:

Identification and Development of Leadership in the Barrio

Establishment of Chicano Universities

Role of the Task Force in Relation to the Office of Education

Funds Available from the O.E.

Relevance of O.E. Literature (distributed at the Training Institute)

Identification of Successful Educational Programs for Mexican American Students

Identification of Chicanos Across the Country Who Have Professional Status

Dissemination of Data on all O.E. Programs

Placement of Chicanos in Leadership Positions in School Systems

4. Special Speaker. Dr. Sabine Ulibarri, Professor of Spanish Literature, University of New Mexico, addressed the participants on "Stereotypes and Caricatures: Their Implication for the Classroom." The audience showed appreciation for this clear presentation of the effects of racism on Mexican American students.

RESULTS

1. Task Force members were given a clear and thorough understanding of numerous agencies in the Office of Education with which we would be working. This includes the distinct functions of agencies such as the Office of Spanish Speaking American Affairs, various divisions in the Bureau of Educational Personnel Development, Teacher Corps, the Office of Civil Rights, the Bureau of Elementary and Secondary Education, the Bureau of Higher Education, the Bureau of Adult, Vocational and Technical Education, and Model Cities, Urban and Community Education Programs. Task Force members came away more fully appreciative of funding procedures, limitations and policies in the Office of Education.

2. An orientation for the Task Force's first year of activities was established. Subsequent Training Institutes were much in debt to this orientation as Task Force consultants were able to delineate to community personnel ways in which the Office of Education seeks to help them with their educational problems, and ways in which the Task Force itself can be of assistance.

3. The Task Force drew up a list of five demands deemed just and reasonable if school-related problems of Chicanos are to be successfully resolved. Included in a paper entitled, "In the Quest for Equality of Educational Opportunity," the demands were directed to the U.S. Office of Education, released for the first time at a press conference in the Hilton Hotel, Albuquerque, and widely circulated.

4. It was inevitable, given the gravity of our educational problems, that the Task Force should turn to the President of the United States, who is the one individual whose support could do more than any other person's or agency's, to assure successful solution to those problems. Thus, a letter was drafted to Mr. Nixon in which an audience was requested with him and with the Secretary of Health, Education, and Welfare for the purpose of discussing his "interest in the problems of La Raza, the status of our people, and the future of our country." A list of the demands emanating from the Conference was included, as was the paper, "In the Quest for Equality of Educational Opportunity." The audience was not granted but resultant activity by the White House alerted government officials to the needs we were seeking to satisfy, and various meetings with the U.S. Commissioner of Education have come about subsequent to the letter to Mr. Nixon

Mexican Americans from each community where training institutes are held provide secretarial services.

Dr. Simon Gonzalez, Chairman, National Education Task Force De La Raza, has experience as a teacher, curriculum director, superintendent, and university professor and administrator.

Dr. Don Davies, Deputy Commissioner for Development, U.S. Office of Education, one of the original sponsors of the Task Force, addresses a general session to explain the functions of related bureaus in the Office of Education. Foreground: Mr. Esiquio Rodriguez, Educational Program Specialist, U.S.O.E., Mr. Luis de Leon, and Mr. Manuel Andrade, consultants.

SAN ANTONIO TRAINING INSTITUTE
SAN ANTONIO, TEXAS
DECEMBER 11, 12, 1970

This was the first Training Institute the Task Force held for specific training of non-Task Force personnel. A total of fourteen consultants were present, in addition to representatives from Crusade for Justice (Denver, Colorado), the Office of Education in Washington, and approximately 200 educators and community leaders from San Antonio and south Texas communities.

The Institute was directed by Luis Diaz de Leon, who currently is on the staff of Stanford University, working with the Urban/Rural Project of the School of Education. Mr. de Leon has a Master's degree from Our Lady of the Lake College, has served as Executive Director of the Community Action Agency in Texas, and as Director of the Colorado Migrant Program.

PURPOSE

The Institute was designed principally to find effective ways and means for resolving the educational problems Mexican Americans face in the local schools. This involved dissemination and explanation of U.S. Office of Education literature on programs and funding policies, plus many hours of gut-level discussion and interaction between consultants and community personnel on educational problems.

ACTIVITIES

1. Keynote Address. Dr. Gonzalez pointed out that failure of Chicano students in the schools must be attributed to the school system and not to the students themselves. Schools belong to the people, he emphasized, and therefore school administrators and teachers must be held accountable to the parents of students. Misunderstanding of Mexican American cultural distinctives plays

an important part in the failure of schools to meet the educational needs of Chicano children. Hence, many Mexican children eventually are unjustly placed in classes for the mentally retarded. He described the National Education Task Force as an agency that has accepted the challenging responsibility of providing the leadership to organize training programs where concentrations of Mexican Americans reside.

2. Workshops. Task Force consultants and Office of Education personnel spent six to eight hours in training sessions with community residents, teachers, and administrators on the following topics:

Teacher Education

Early Childhood Education

Secondary Education

Community Sponsored Institutions

The Chicano Movement

Placement of Mexican Americans in Positions of Leadership in the Educational System

An abundance of literature supplied by the Office of Education was reviewed and discussed. Ways were explicated in which that Office can be of practical help to areas such as San Antonio and the surrounding communities.

3. Student Skit. A three-act educational play was presented by local high school students portraying teacher biases and their psychological and academic effect on Chicano students. The skit was video-taped for future use among other groups.

4. Community Luncheon. At a luncheon at the site of the meetings the Archbishop of San Antonio, highest ranking Mexican American in the Catholic hierarchy, gave a challenging message to the participants. Task Force members

interacted with visitors and encouraged continued involvement in school activities.

5. Address by District Superintendent. Dr. Jose Cardenas, Superintendent of the Edgewood Independent School District, spoke on the critical issue of the Incompatibility of Current Instructional Programs and Cultural Distinctives of Mexican American Students. He emphasized the need for school administrators and teachers to take initiative in knowing their students in depth in order to more effectively meet their educational needs.

6. Media Exposure. A local television station gave the Institute several minutes of exposure during the first night's activities. Newspapers also carried pictures and reports of the proceedings.

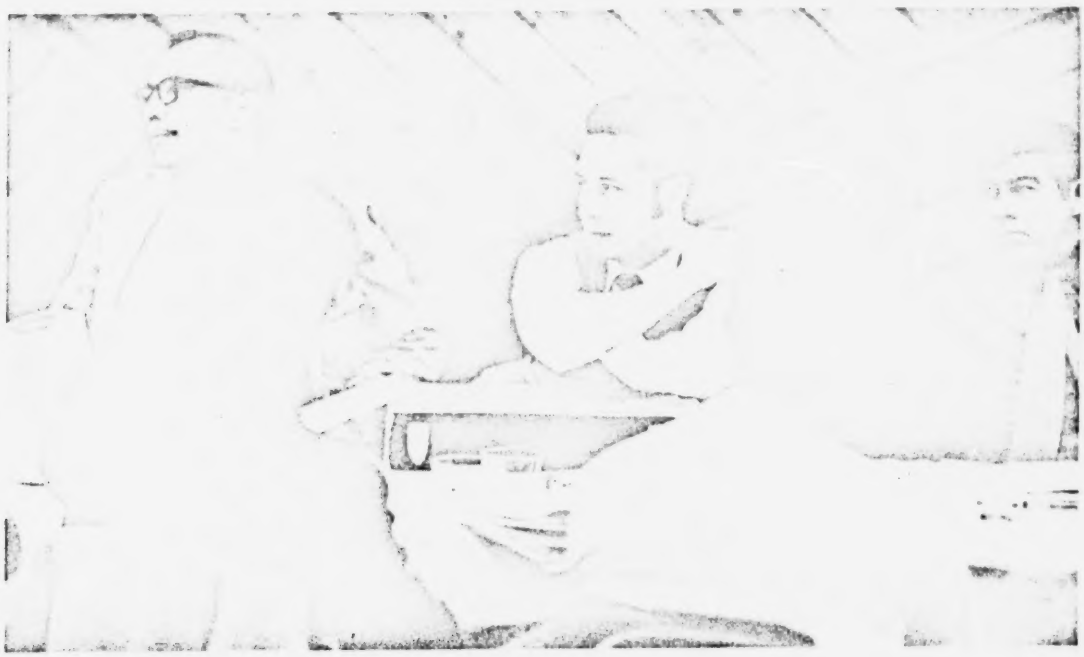
RESULTS

1. Since the Institute, local students have been visibly concerned with effecting change in the local educational system. Dr. Jose Cardenas, Superintendent of the Edgewood Independent School District, reports a sense of inspiration found among Chicano students after attending the Institute. This has led to the demand for the implementation of a Chicano Studies program by students at Our Lady of the Lake College.

2. Since receiving information about Federal and State funding, and training in writing and submitting proposals, the community participants have continued work in preparing proposals to be submitted to the Office of Education and the Texas Education Agency for the purpose of improving educational opportunities for Mexican American children in the San Antonio area.

3. As participants continued to work in activities initiated at the Institute, many attained greater visibility and were subsequently appointed to positions of leadership in local Urban/Rural programs.

Intense concern for resolving educational problems is evident as consultants listen to community leader. Left to right (facing camera) Dr. David Ballesteros, Mr. Robert Vigil, Mr. Abel Acosta. Foreground (l. to r.) Mr. Adolfo Vargas, Mr. Armando Lopez.



4. Several bilingual programs have been introduced in local high schools, funded under ESEA Title VII, subsequent to action initiated in workshops held by the Institute.

5. School administrators and teachers have expressed to local Task Force personnel residing in the area their warm appreciation for the Training Institute and recognition of its effectiveness in implementing change in both the school structure and individuals who participated in the Institute.

6. As the result of a letter emanating from the Institute, the president of the College Entrance Examination Board wrote letters to each of the Task Force consultants assuring them of the keen interest his office has in improving testing services as far as Mexican American students are concerned.

He outlined six constructive steps the Board has taken in an effort to solve current problems in this area. In addition, he said the College Board, in conjunction with the Educational Testing Service, is studying the matter of cultural bias in its tests and is working toward the development of a national program directed at the barriers affecting minority students.

LOS ANGELES EXECUTIVE COMMITTEE TRAINING INSTITUTE
LOS ANGELES, CALIFORNIA
JANUARY 9, 1971

PURPOSE

The Executive Committee met to review plans for major upcoming Training Institutes in Crystal City and Colorado. In addition, it was necessary to discuss the Task Force emphases to be presented in meetings scheduled with the U.S. Commissioner of Education, and to revise Task Force policies with regard to reimbursement for training services.

ACTIVITIES

1. Colorado Training Institute. Plans for this Institute were to include participation from resident personnel to a greater degree than in any previous Institute. Considerable time was thus spent outlining procedures the Director of the Institute could utilize if they seemed advisable to him.

2. Crystal City Training Institute. The educational needs of a large population of Mexican American students in this city were critical. School administrators had urgently requested aid of the Task Force. The Executive Committee studied the unique problems and needs of Crystal City and outlined a procedure for the team of consultants that would visit the city to follow in seeking to resolve their educational problems.

3. Evaluation of the San Antonio Training Institute. Questionnaires filled out by community leaders at this Institute were studied and analyzed. Strengths and weaknesses of that Institute were taken into account in plans being laid for future Institutes.

4. New Members. To achieve more equitable geographic representation in the

Task Force, candidates from areas heretofore not well represented were considered by the Committee.

5. Meetings with Commissioner of Education - Health, Education & Welfare. The Committee discussed upcoming meetings with the Commissioner and emphases the Task Force felt would be presented to him.

RESULTS

1. A committee of eight consultants was appointed to represent the Task Force in its meetings with the U.S. Commissioner of Education. A number of meetings subsequently took place with the Commissioner and a new awareness of Task Force objectives and personnel was created in the Office of Education. As of this time, verbal assurance for refunding the Task Force has come from the Office of Education.

2. A committee was appointed by the Executive Committee for the purpose of reviewing and revising Task Force policies and procedures. As a result, a new statement on policies and procedures has been adopted and is currently guiding the Task Force in all its activities.

3. Subsequent to the Committee's suggestions relating to the Colorado Training Institute and the Crystal City Institute, including which consultants should be most active in planning them, these two Institutes were planned and executed in their respective locations with a high degree of success.

4. A committee of consultants appointed by the Executive Committee was able to initiate contact with numerous institutions of higher learning throughout the Southwest for the purpose of establishing programs supporting Mexican American students while they studied for the Master's degree. Five of these institutions have indicated in writing that they are most interested and plans

are proceeding to implement such a program at one of them.

5. A schedule of Training Institutes to be held throughout Southwestern states was adopted. Plans currently are under way to hold these Institutes in areas where there are high concentrations of Mexican American students.

Will learning be relevant to their needs? Mexican American students like these are receiving improved instruction because of Task Force Training Institutes.

CRYSTAL CITY TRAINING INSTITUTE
CRYSTAL CITY, TEXAS
JANUARY 15-17, 1971

The site of this Institute was a community consisting of a population approximately 90% Mexican American. Activities were directed by Dr. Atilano Valencia. Dr. Valencia received his Ed.D. from Stanford University, and has served as Director of Related Programs for Mexican Americans at the Southwestern Cooperative Educational Laboratory, Inc., Albuquerque, New Mexico. He is currently an Associate Professor at the School of Education and Assistant Dean for Mexican American Research Studies at the University of Colorado, Boulder, Colorado.

PURPOSE

Consultants were requested by the Crystal City Board of Education to hold the Institute in Crystal City for the purpose of upgrading administrative management in the public school system, and making suggestions related to curriculum and instruction in the classrooms. A total of eleven consultants was utilized on various occasions, including five Task Force members and six educators from Texas.

ACTIVITIES

1. Administrative Management. Consultants spent considerable time reviewing procedures related to goals and efficiency of the school administration. Numerous observations were specifically made and warmly received by school administrators.

2. Curriculum and instructional procedures were reviewed by consultants and a plan for improvement in both areas facilitating more successful teaching was suggested.

3. Consultants became actively involved with community personnel for the purpose of increasing their knowledge of local school administrators and school activities.

4. Consultants pointed out the need for employment of Mexican American teachers in greater numbers in local schools.

RESULTS

1. The Superintendent has indicated that a definite improvement in management procedures has been a direct result of Task Force activities in Crystal City.

2. School administrators have experienced notably increased support from community personnel since the Institute. Among both Anglo and Mexican American residents there has been an improved image of the Mexican American administrators in the school system.

3. School administrators pledged to increase the number of Mexican American teachers employed by the school system.

4. The School Superintendent and the Chairman of the Board of Education, both of whom are Chicanos, have had their positions strengthened by a clearer understanding of their goals and consequent increased support of those goals by community residents.

COLORADO TRAINING INSTITUTE
DENVER, COLORADO
FEBRUARY 18-20, 1971

A total of sixteen Task Force consultants and approximately 301 teachers, educators, and community leaders attended the Institute. Representatives from DQ University, Crusade for Justice, the U.S. Office of Education, the Colorado State Department, and the Mexican American Legal Defense and Educational Fund were also present.

The Institute was directed by Mr. Manuel Andrade, Principal, Ashland Elementary School, Denver, Colorado. Mr. Andrade has a Master's degree from the University of Kansas. He has served as Project Director, Bilingual Education, Title VII, in Denver, and has taught at Tulane University and the University of Colorado.

PURPOSE

The Institute convened primarily to seek solutions to educational problems Mexican Americans have faced for many years. It was felt that these problems have been defined for some time now, and that in a united effort the participants should dedicate themselves to the task of finding answers to our educational problems.

ACTIVITIES

1. A unique feature of the Institute was the dividing of the State of Colorado into seven regions. From each region two individuals were selected to serve as regional chairmen during the workshops. These chairmen, being residents of the State of Colorado, and Mexican American, now serve as the principal agents in follow-up activities presently being conducted.

2. For the first time in a Task Force Institute, special workshops were planned in which Mexican American youth could participate. Thus, several groups of young people, ages ten through eighteen, met regularly on issues relevant to their educational needs.

3. A keynote address by Dr. Simon Gonzalez on the first day of activities served to set the tone for discussion and action that followed during the remainder of the Institute.

4. Workshops were held in the following areas:

Bilingual Education

Early Childhood Education

Chicano Movement-Chicano Students

Leadership Development

Teacher Education-Vocational Education

Community Sponsored Institutions

Secondary, Junior and Elementary Students

Approximately thirty to forty participants attended each workshop, which met for a total of five hours. Task Force consultants played a key role in each session as community and school personnel directed questions at them and received explications of causes of educational problems and viable solutions for them.

5. A letter was drafted and sent by the Institute participants to several college presidents in Colorado, strongly urging improvement of educational opportunities for Mexican Americans in the areas of Chicano studies, academic services, financial assistance, and proportionate enrollment in their colleges.

RESULTS

1. Bilingual Education. Workshop participants were given increased incentive

through the Institute. As a result, a new proposal was written for an additional bilingual education program in the State of Colorado. The proposal was funded and is currently effective in the state, enabling Mexican American youth to achieve greater academic success.

2. Early Childhood Education. Subsequent to the Institute, and as a direct result, four proposals were written by participants in the Farly Childhood Workshop. All have since been funded and are effective throughout the state.

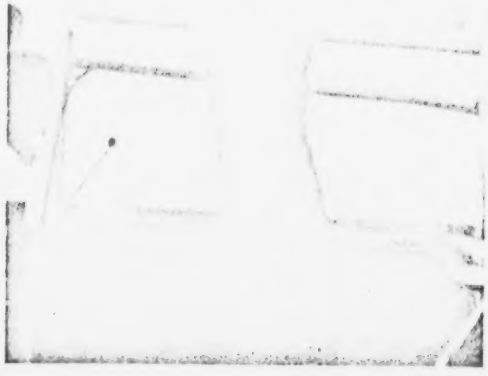
3. The Chicano Movement. Incentive supplied by workshops and general sessions at the Institute united individuals committed to furthering the various aspects of the Chicano movement. As a result some $200,000.00 in additional monies have been granted for use in the State of Colorado.

4. Leadership Development. Numerous individuals from the Congress of Hispanic Educators attended the Institute. Forty members have continued holding Training Institutes as a result of work begun at the Task Force Institute. A class has been established for these members through the University of Colorado. The class has established various projects in the state, designed to help Mexican American youth achieve greater academic success. A mass media project has been started by the class. Further, the members are actively working within established educational institutions to develop leadership among Chicanos. In addition, they have established and maintained vital contact with civil right. groups in favor of Mexican Americans.

5. Teacher Education. Conference participants have continued holding workshops in the state as a result of those held by the Task Force. A major workshop is being planned for the month of October at Regis College. This workshop will involve Mexican Americans from throughout the state.

6. Incentive Aroused. Manuel Andrade, Director of the Colorado Training Institute, reports that the Colorado Regional Chairmen who participated in and directed the workshops have continued to exhibit an aroused motivation. They are more active in policy-making and decision-making roles within their respective school systems. The schools themselves show a greater awareness of the cultural distinctives characteristic of Mexican Americans. Schools have established various in-service training programs on a continuing basis. Schools have initiated art shows, requesting Mexican Americans to display their artistic contributions. Local newspapers have increased their coverage of the Mexican American population and contribution to society.

Consultant Rene Nunez enumerates critical issues at a Training Institute.



Dr. John Aragon, Dr. Solomon Flores, and Mr. Frank Alderete consider issues at a Training Institute regarding problems in the education of Mexican Americans.

Luis Diaz de Leon, Director of San Antonio Training Institute, reviews plans for the Institute with consultants. Left to right, Mr. Leon, Mrs. Raquel Montenegro, Vice-Chairman, National Education Task Force De La Raza, Dr. Nancie Gonzalez, unidentified, Mr. Abel Acosta, Mr. Gilbert Varela.

SECOND LOS ANGELES EXECUTIVE COMMITTEE TRAINING INSTITUTE
MARCH 20, 1971

PURPOSE

The Committee met to consider the effectiveness of the recently held Colorado Training Institute, and to plan for a proposed general Training Institute for all members of the Task Force.

ACTIVITIES

1. COLORADO TRAINING INSTITUTE. Mr. Manuel Andrade, Director of the Institute, gave a detailed report on activities and follow-up related to the Institute. There are fourteen residents of Colorado continuing to work as a result of the Institute. Members of the Committee asked numerous questions related to pre-planning, community participation, and cost.

2. MEETINGS WITH COMMISSIONER SIDNEY MARLAND, JR. The Executive Committee discussed at length the meetings which a special committee had been holding with personnel in the Office of Education. These included Richard Hays, Herman Goldberg, Domenic Fanelli, Peter Muirhead, Harry Silberman, and John Hughes, as well as Commissioner Marland.

3. GENERAL TASK FORCE TRAINING INSTITUTE. Considerable time was spent discussing the need of an Institute in which all members of the Task Force would convene for the purpose of determining effective strategies to be utilized in accomplishing Task Force goals. Discussion included the important matter of where Training Institutes should be held (barrio vs. center of town).

4. A film on the recent Chicano Moratorium in East Los Angeles was presented to the Committee. Discussion followed regarding the sociological and politi-

cal situations prevalent in that barrio which seemingly are the cause of such demonstrations.

5. STUDENT LEADERSHIP TRAINING INSTITUTE. A report on plans for this Institute was presented by Ruben Pardo, Director, and a budget was authorized. Discussion centered on personnel to be utilized and purposes of the Institute.

6. POLICIES AND PROCEDURES. A final draft of a paper intended to guide the Task Force on matters of reimbursement and organizational procedure was presented by the committee assigned the task of preparing it.

7. DISMISSAL OF MEXICAN AMERICAN PROFESSOR AT UNIVERSITY OF THE PACIFIC. The Committee discussed the expected dismissal of a Chicano professor at this university, reasons for dismissal and possible Task Force involvement.

RESULTS

1. The Committee authorized a continuing role for the committee that had been meeting with O.E. personnel. This committee has since continued its meetings and received encouragement regarding O.E. support of Task Force goals and activities.

2. Subsequent to the Committee's approval of a General Task Force Training Institute, such an Institute was held quite successfully. The Institute enabled Task Force members to adopt a restructuring plan, contingent on new and sufficient funding from the Office of Education, that would significantly increase our effectiveness in improving educational opportunities for Mexican American youth.

3. Because the Executive Committee authorized plans and a budget for the Student Leadership Training Institute, the Task Force was able to sponsor a unique Institute for approximately five hundred Chicano students at Davis,

California.

4. Consensus given at the Executive Committee's Training Session allowed the Task Force Chairman to write a letter to the President of the University of the Pacific in behalf of the Chicano professor whose dismissal was imminent. Stressing the critical need to maintain Mexican American professors in higher education and the apparent high qualifications of the professor in question, the chairman placed the Task Force in a supportive position with regard to the professor. He was subsequently retained.

LOS ANGELES STAFF TRAINING INSTITUTE
LOS ANGELES, CALIFORNIA
MAY 7, 8, 1971

A total of twenty-two Task Force members were present for this Training Institute, which marked the first anniversary of Task Force activities.

The Institute was directed by Dr. Simon Gonzalez, Task Force Chairman.

PURPOSE

Members convened for the purpose of defining with greater specificity the long-range and immediate goals of the Task Force, and to seek consensus regarding strategies to be used in achieving those goals.

ACTIVITIES

1. Reports. A number of critically important reports were made to the Consultants, including the following:

   a. The White House Conference on Youth, April 18-21, 1971.

   b. Meetings with Dr. Sydney Marland, U.S. Commissioner of Education.

   c. Student Leadership Conference, June 16-18, 1971.

2. Membership Determination. A rotating membership, with one third of the consultants leaving the Task Force each year to allow for new members, was adopted. Additional members from Colorado, Texas, and the Midwest will be the first to be received into membership to balance national representation. Women are to be given first consideration.

3. Paper on Objectives and Policies of the Task Force. A committee had been working for several months on a draft for consideration by the Task Force concerning general policies and procedures of the Task Force, along with reimbursement policies. The paper was studied by consultants and adopted as amended.

4. Restructuring of the Task Force. Because of increasing demands for Task Force services in many states, limited personnel and a small budget, it was decided to submit a proposal to the U.S. Office of Education that would allow a restructuring of the Task Force into four Regional Offices and a National Office. Dr. Gonzalez was given the responsibility of preparing a proposal to include suggestions made at the Institute.

5. Reception at Chicano Studies Center, University of California, Los Angeles. In an endeavor to become more knowledgeable with regard to the emphasis on ethnic studies found on many campuses, consultants participated in a reception sponsored by the Chicano Studies Center at the UCLA campus. Numerous staff and administrators from the Center, as well as faculty members from the University itself, were present.

RESULTS

1. Subsequent to approval by the Task Force membership, work on a proposal that would allow for restructuring of the Task Force was initiated. Thus, the present proposal is a major result of the Institute.

2. Numerous faculty at the University of California, Los Angeles, as well as Chicano Studies Center personnel are much more knowledgeable with regard to Task Force goals, strategies, and personnel.

3. A well-defined, comprehensive statement on Task Force reimbursement policies has been endorsed and disseminated to all consultants.

4. A continuing committee composed of eight consultants, headed by Dr. Charles Leyba, has been named for the purpose of maintaining vital contact with the U.S. Office of Education, and especially its Commissioner, Dr. Sidney Marland. Members of the committee have already met on several occa-

sions with Dr. Marland or his appointed representatives for the purpose of discussing and implementing Task Force goals.

5. Work has begun, under authorization passed at the Institute, on the development of a name bank comprising professional Mexican Americans across the country, and including their specific qualifications in the field of education. The list will facilitate identification of qualified Mexican Americans for positions of leadership in public school systems as well as governmental postions.

6. The Task Force had identified a number of major institutions in the Southwest where the highly successful teacher-preparation program at Sacramento State College conceivably could be replicated. This program guides Mexican American students through higher education to a Master's degree in teaching and/or educational administration. Criteria for the concept papers each institution must write were suggested by consultants, and priorities for selection of the institution to be recipient of the program were also established. As a result, at least five institutions have already submitted concept papers, and a committee authorized by the Institute will soon review the papers and make on-site visits to determine selection of the institution.

Consultants confer on the role of the U.S. Office of Civil Rights as related to educational issues in planning the Colorado Training Institute. Starting at left, clockwise: Mr. Don Morales, U.S. Office of Civil Rights, Mr. Jose Angel Gutierrez, Mr. Manuel Andrade, Dr. Charles Leyba, Dr. Solomon Flores, Mr. Abel Acosta.

Improved educational opportunities for Mexican American students: what are the solutions? what are the resources? Consultants Jose Angel Gutierrez, Dr. Jose Cardenas, and Steven Arvizu (l. to r.) ponder these issues.

STUDENT LEADERSHIP TRAINING INSTITUTE
DAVIS, CALIFORNIA
JUNE 16-18, 1971

Approximately 500 Mexican American students from throughout the State of California attended this Training Institute. The Task Force provided seven consultants. Adult participants included representatives from the Crusade for Justice, Mexican American Political Association, MECHA, and Educational Opportunities Programs.

The Institute was directed by Ruben Pardo, Director, Educational Opportunities Program, Long Beach State College, Long Beach, California.

PURPOSE

The Institute focused on how to increase student recruitment for Educational Opportunities Programs across the State of California, a definition of Relevant Education for Mexican Americans, and Community Involvement in School Affairs.

ACTIVITIES

1. Major Addresses. Well-known Mexican American speakers addressed participants several times during the Institute. Mr. Bert Corona, faculty member at California State College (Los Angeles), spoke on the economic and political issues and trends in organizing Chicanos for assuming a more active role in political affairs that will result in constructive social and educational changes. William Beasley, a young Chicano student, also addressed the group and related his concern for economic disadvantages of Mexican Americans and implications for educational institutions.

2. Cultural Involvement. Participants were treated on various occasions to special activities of a cultural nature. Groups such as Teatro Mestizo,

Mariachi La Azteca, and El Grupo Folklorico portrayed Mexican American cultural distinctives in music and dancing. These activities are important in that they help in regaining pride in cultural heritage and ethnic identification.

3. Workshops. Groups of 15-20 participants attended the following workshops:

1. E.O.P. Recruitment
2. Long-Range Goals in the Community
3. Students in the Community
4. Relevant Education for Mexican Americans
5. Statewide Communication
6. Campus Resources
7. Chicano Moratorium East/West
8. Campesino, Working Class and MECHA
9. Community Programs
10. Social Change - Not Tokenism
11. MECHA Structure and Ideology
12. La Raza Political Groups
13. Political Education and MECHA Membership
14. El Pinto
15. Cultural Development
16. Nation of Aztlan
17. The Church

Workshops were directed by trained students who had attended pre-Institute briefing sessions.

4. Films. The following films were presented: "Frozen Revolution," "Chicano Moratorium," "La Historia de una Batalla," "Las Horas de los Hornos," "Chicano."

RESULTS

1. The participants in the workshops on communication have continued meetings at California State College at Fullerton, in conjunction with the California Higher Education Group. At present, these participants are coordi-

nating communications between MECHA groups throughout the State of California.

2. A Training Institute for students is presently being planned for next year by the participants in the communications workshop.

3. Tapes that were recorded during the workshops are presently being reviewed. A subsequent report will form the basis for follow-up activities.

4. Filming of Institute activities is currently being made into an educational film for future presentation at meetings of Chicano youth.

OTHER TASK FORCE ACTIVITIES

FISCAL YEAR 1970-1971

1. Career Opportunities Program Conference, Denver, Colorado - Aug. 3-5, 1970.

   Two Task Force consultants attended a COP conference for the purpose of coordinating activities between COP and the Task Force. COP officials worked closely with the Task Force throughout the year.

2. Meeting With New Mexico State University Officials - Sept. 24-26, 1970.

   The Task Force was represented by one consultant for the purpose of conferring with officials at New Mexico State University, the University of Texas at El Paso, and the Las Cruces City Schools concerning the possibilities of a training institute for COP and Teacher Corps interns. Mutual endeavor by Task Force, COP personnel and Teacher Corps administrators was stressed. The proposed institute was subsequently given a low priority by the Executive Committee.

3. Meetings With Commissioner Marland and O.E. Officials - Nov. 2-6, 1970; March 3-6, 1971; June 27-29, 1971; July 21-24, 1971.

   On various occasions consultants visited with personnel of the U.S. Office of Education for the purpose of discussing goals, strategies, and activities of the Task Force. These discussions have led to a better understanding of O.E. programs and funding procedures. They have also been valuable in helping staff consultants to become acquainted with O.E. personnel.

4. Cultural Awareness Center, University of New Mexico, Albuquerque, New Mexico - Nov. 4-5, 1970; Feb. 5-6, 1971.

   The Director of the Cultural Awareness Center visited Los Angeles with travel expenses paid from other sources, to discuss possibilities of

coordinating activities of the Center and Task Force programs. A consultant was subsequently sent to a Cultural Awareness Training Institute to observe procedures and provide technical assistance.

5. Division of Student Special Services, Washington, D. C. - Nov. 10, 1970.

A consultant visited the O.E. offices for talks with Drs. Leonard Spearman, David Johnson, and Frank Sanchez. The meeting concerned the policies that the Division of Student Special Services will follow in determining programs to be funded for Mexican American communities. This Division subsequently gave major attention to Chicano projects.

6. Policy Planning Committee - Jan. 23, Feb. 13, 1971.

A total of five consultants met to develop policies related to reimbursement for travel, per diem, and consultant services. The critical issue of expansion and membership was discussed at length, as was the selection, geographic distribution, duties and size of the Executive Committee. This document was approved by the Task Force membership and its implementation has facilitated the efficiency of all Task Force operations.

7. San Francisco Project - March 16 [illegible]7, 1971.

The Task Force sent a consulta[illegible] the area for the purpose of offering technical assistance in the development of the Bay Area Bilingual Education League which has since been funded for over one million dollars. This plan provides for a more equitable distribution of O.E. monies to the Spanish speaking in five large urban school districts, the San Francisco Unified School District, Berkeley, Richmond, Oakland, and Daly City School Districts.

8. Evaluation Committee, Sacramento State College Project - March 17-18, 1971.

This $325,000.00 project had requested aid from the Task Force in relocating at another major university in the Southwest for the purpose of enabling Chicano students to complete requirements for the Master's degree in school administration and teaching. The Task Force sent three consultants to review the program and identify appropriate institutions. Relocation is currently underway.

9. White House Conference on Youth, Denver, Colorado - April 17-21, 1971.

On invitation, the Task Force sent a delegate to this Conference to assure representation among numerous agencies involved in improving opportunities for youth across the United States. The delegate participated in the Education Committee and addressed Chicano youth in attendance. A resolution endorsing Task Force activities was approved.

10. Sesame Street Project - August 26, 1971.

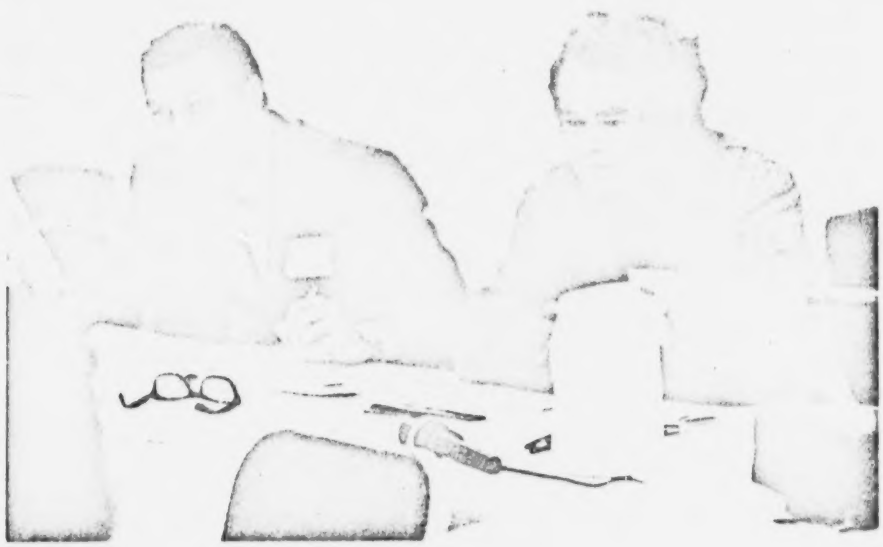
The Task Force took an active role in communicating with sponsors of the Project for the purpose of suggesting how the Project could more effectively meet the educational needs of Chicano students. Subsequently, a Task Force consultant was offered a high level administrative position in the Project. Acceptance of the position is presently under consideration by the individual.

11. Planning Meeting for a Proposed Conference On A Philosophy of Education for the Mexican American - August 24, 1971.

Task Force consultants conferred with Manuel Reyes Mazon, Director, Teacher Corps Technical Assistance Project, University of Texas, Austin, for the purpose of assisting in the planning of a proposed conference to

be held later this year. Task Force funds were not used for this activity.

Dr. Richard Graham, Director, Teacher Corps, is quizzed by Task Force members regarding extent of aid his office offers Mexican American students. To his right, Dr. Simon Gonzalez, Task Force Chairman.



UNIVERSITY OF CALIFORNIA
LOS ANGELES
GRADUATE SCHOOL OF EDUCATION

September 14, 1971

U. S. Office of Education
Bureau of Educational Personnel Development
Washington, D. C. 20202

RE: OEG 0-70-1742 (725)

Gentlemen:

The following expenditures have been incurred on the subject grant through August 31, 1971:

	Appropriation	Expenditures	Free Balance
General Assistance	$ 15,034.00	$ 8,909.63	$ 6,124.37
Supplies and Expenses	66,250.00	67,966.14	(1,716.14)
Travel	38,636.00	31,432.99	7,203.01
Employee Benefits	1,621.00	46.19	1,574.81
Total Direct Costs	$ 121,541.00	$ 108,354.95	$ 13,186.05
Overhead	9,723.00	8,668.40	1,054.60
Total Costs	$ 131,264.00	$ 117,023.35	$ 14,240.65

Respectfully submitted,

Lee Hein

Lee Hein, Fiscal Officer
Graduate School of Education

LH:mt

cc: Dr. S. Gonzalez
Mr. J. Vasquez

RECOMMENDATIONS

The activities for the year described in the previous section have been greatly encouraging. In all communities where we have had any type of involvement, our reception has been enthusiastic. We have not only been invited back into these communities for the purposes of overseeing follow-up and initiating new programs, but we are faced with many requests from other communities for our services. Indeed, the fact that we are the only national group of professional Mexican Americans dedicated to the resolution of Chicano educational problems has placed a tremendous responsibility upon us. We are the only national Mexican American organization in the country with the experience and the professionalism required for effective implementation of educational programs which will result in the elimination of critical scholastic problems for Mexican Americans.

Given our limited funds and restricted membership, it is clearly impossible to effect significant changes to the degree that is needed. An immediate restructuring is imperative. Thirty members cannot adequately serve as consultants for the entire country. Additional people with the desired experience and expertise are required to provide urgently needed services in Chicano communities.

We strongly recommend establishing four Task Force Regional Offices in strategic areas of the United States. These offices will function as extensions of the U.S.O.E. Regional Offices in their endeavors to improve educational opportunities for Mexican American students. Working in close alliance with the O.E. Regional Offices, and utilizing the broad experience and successfully initiated programs of its first year, the Task Force Regional

Offices will offer invaluable service in implementing stated objectives of the Office of Education as related to Mexican American youth.

The proposed Task Force Regional Offices require a restructuring of the National Education Task Force De La Raza. The following section of this Report presents a detailed analysis of how a plan for restructuring the Task Force should be implemented.

A Plan for Restructuring

A structure consisting of four Regional Offices and a National Office will enable us to work in close alliance with Regional O.E. Offices and to be, in reality, an effective extension of those offices in their endeavors to reach Chicano youth in Mexican American communities.

Clearly, the responsibilities that the Task Force has assumed and the urgent need to utilize individuals who possess the competence and skills to carry out these functions require a viable structure. It is therefore proposed that four Regional Offices be established, each with a team of

Armando Rodriguez, Assistant Commissioner, Office of Regional Office Coordination, U.S. Office of Education, informs consultants and community leaders on activities and programs the Office of Education currently is undertaking to improve the status of Mexican American students in schools.

30 to 50 consultants. These Regional Offices will be responsible for training programs and activities at their respective local, state, and regional levels. The regions will be as follows:

Sacramento Regional Office

California
Oregon
Washington
Idaho
Nevada

Albuquerque Regional Office

Arizona
Colorado
New Mexico
Utah
El Paso area
Wyoming
Montana

San Antonio Regional Office

Texas
Oklahoma
Arkansas
Louisiana
Florida

Chicago Regional Office

Illinois
Kansas
Michigan
Missouri
Wisconsin
Ohio
Indiana
All other eastern states

Regional Chairmen

Each Regional Office will be placed under the direct responsibility of an experienced Task Force member with the exception of the Chicago Office where the Task Force is not now represented. All Chairmen will be expected to continue in their present capacity with their respective institutions, devoting 20 percent of their time to Task Force activities. Each Regional Chairman will have a full time administrative assistant. The following members were approved by the Task Force as Regional Chairmen and have accepted the responsibility:

Chairman	Regional Office	Institution
Steve Arvizu	Sacramento	Sacramento State College
Dr. John Aragon	Albuquerque	University of New Mexico

Chairman	Regional Office	Institution
Dr. Jose Cardenas	San Antonio	Edgewood Independent School District
(To be selected)	Chicago (?)	University of Illinois (?)

The Regional Chairmen selected enjoy the respect of their colleagues, the Spanish speaking community, and Office of Education officials. We are confident that they will continue, as in the past, to vigorously support the objectives of the Task Force. We are also certain they will use initiative and imagination to explore new dimensions through which our effectiveness can be increased.

A committee of three has been assigned responsibility for selecting a qualified Regional Chairman for the Midwest.

The Regional Offices

School districts, universities and state agencies are beginning to address themselves to the educational needs of Chicanos. Input is vital from men and women who are familiar with all aspects of the cultural characteristics of this ethnic group as well as the barriers, both real and imagined, that have prevented social and economic mobility. We must utilize to full advantage those few people available with the educational background and experience essential to cope with the problems and issues, to recommend alternatives, and to help others. The Regional Office structure enables us to use the expertise of numerous Mexican Americans as staff consultants. Goals of the Regional Offices are structured so as to facilitate the improvement of educational opportunities for Mexican American students in four major areas. These areas are:

1. Training of Educational Personnel
2. Identification of Chicanos for Leadership Roles

3. Dissemination of Educational Information

4. Development of Community Participation in School Affairs.

The Regional Chairmen shall present to the National Office a detailed plan of program activities for the year within ten days of notification of the amount of funding.

The National Office

At the national level, the need for assistance and direction in formulating policies, regulations and program guidelines in matters affecting the education of Mexican Americans is equally critical. Few government officials in decision-making roles possess a clear understanding of Mexican American society, the historical antecedents that have resulted in the present dilemma, or the extent of racist practices and the psychological damage they are causing today. Most federal officials have resided in areas with limited Mexican American populations. The few with professional experience who are from the Southwest have had only peripheral contact with Spanish speaking people. All require the counsel of Mexican Americans if the federal thrust to correct inequities is to be effective.

The Mexican American is a native of the Southwest by birth and by choice. Only recently has he begun to move in significant numbers to the Midwest. Most of our professional people are reluctant to leave their communities to accept government positions in Washington, D. C., where they would be far removed from population centers containing our ethnic group. Numerous members of the National Education Task Force De La Raza have repeatedly turned down attractive and challenging positions in Washington for this reason.

The National Office of the Task Force will provide consultants for government officials, identify areas of educational need, and recommend qualified

Mexican Americans for positions of responsibility in the Office of Education. In addition, the National Office will assume an active role in assisting the Regional O.E. Offices to become better informed concerning educational needs of the Mexican Americans. Wherever heavy concentrations of Mexican Americans are found, the Task Force shall conduct, with the cooperation of the Regional O.E. Commissioners, training programs for their professional and staff personnel. The Task Force will also provide consultants for fieldwork in cooperation with O.E. personnel. Offices where such activities shall be conducted include: Dallas, Denver, San Francisco, Kansas City, Seattle, Chicago.

The following are specific goals of the National Office:

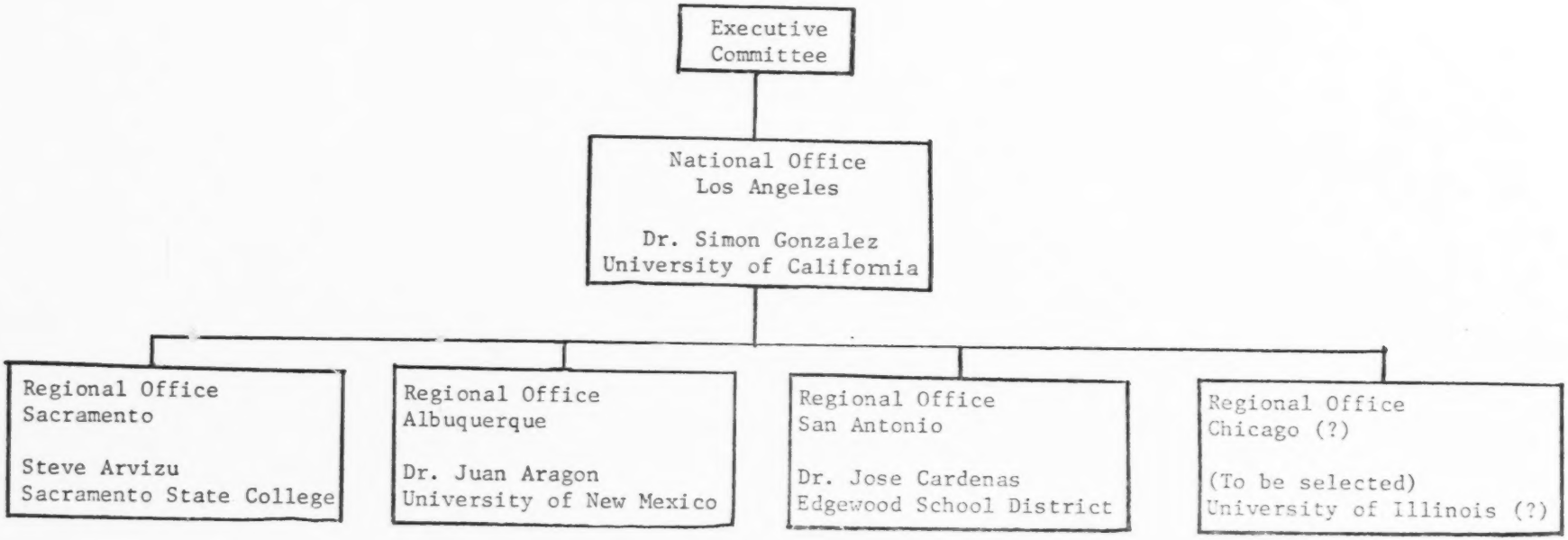
1. To provide training programs for Office of Education Personnel that will enable them to make more knowledgeable decisions related to Mexican Americans.
2. To assist the O.E. Commissioner in maintaining communication with Mexican American and other interested Congressmen for the purpose of cooperative effort in the attainment of mutual goals.
3. To provide a resource pool of identified Chicanos for leadership positions in the Washington and Regional Offices of the Office of Education.

Dr. Simon Gonzalez, Associate Professor, Graduate School of Education, and Assistant to the Chancellor, University of California, Los Angeles, has served as Chairman of the Task Force for the past year. At a meeting of the Task Force on May 8, 1971, he was elected to serve another year.

The following Organizational Chart presents the relationship to be sustained between the Executive Committee, the Chairman, and the Regional Offices of the National Education Task Force De La Raza.

ORGANIZATIONAL CHART

NATIONAL EDUCATION TASK FORCE DE LA RAZA



Pupils learn much from one another. Some may even assume a teacher's role.

We seek to meet the needs of eager, expectant students such as these.